



Do With, Not For: Key Points

What does “Do With, Not For” mean?

“Do with, not for” is the intervener’s motto; the foundation for all his or her actions. It is the practice of empowering an individual by encouraging him to be an active participant in the world around him. It involves providing guidance and support (doing with), rather than taking over (doing for) and deciding everything for him.

Doing with requires that the intervener truly believes in the worth of the individual with deaf-blindness and her right to self-determination.

Intervention is not defined by the intervener, but by the needs of the person who is deaf-blind.



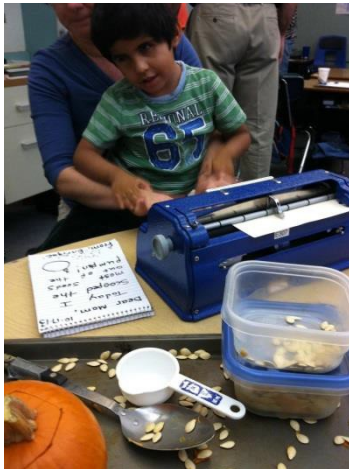
Tips for Doing Activities *With* a Student

- Include the student in all phases of an activity to the fullest extent that she is able (**doing with** looks different for each student). This includes gathering the materials you will need, arranging them, using them, and putting them away when the activity is finished.
- Make sure that materials a student uses frequently are always in the same place so that he can reach them easily or ask someone else to get them.
- Set a pace for the activity that is appropriate for the student and then wait for her to show you when she is ready to move on.
- Observe the student closely so you will know when she can do something more independently, or even by herself. Waiting and observation go hand in hand (if you move too quickly, the student can’t show you what she knows).
- Introduce the student to another person, object, activity, or place in the same way every time you do it, so the student can anticipate what is going to happen.

Why “Do With, Not For” is Important

- Provides opportunities for direct learning
- Shows respect
- Builds trust
- Builds independence
- Decreases frustration and confusion
- Gives meaning to activities
- Aids concept development (provides a more complete understand of the surrounding world)
- Can establish a partnership between the student and intervener
- Provides opportunities for communication, choice-making, decision-making, and self-determination
- Allows partial participation by all students at different levels (maximum independence)
- Provides a sense of accomplishment

Without this understanding and self-determination, confusion and fear can result in withdrawal from the outside world.



References

- Olson, J. (Ed.). (2002). *Intervention: A guide to getting started*. Richmond, BC: British Columbia Provincial Outreach Program for Students with Deafblindness.
- Rodriguez-Gil, G. (2011, May). *The intervener's motto: Do with, not for*. [Fact sheet]. California Deaf-Blind Services. Available at <http://files.cadbs.org/200001344-c120ec21af/Fact%20Sheet%2042.pdf>